



CRDC SY 2011-12 Content Overview Webinar

School Form Data Information for Selected Questions

06/07/2012

CRDC SY 2011-12 Content Overview Webinar

School Form Data



Agenda

Purpose

CRDC: Parts 1 and 2

Student Count Tips

Information for Selected School Form Part 1 Questions

Information for Selected School Form Part 2 Questions

CRDC Support

CRDC SY 2011-12 Content Overview Webinar

Purpose



- The purpose of this Content Overview Webinar is to provide supplemental, helpful information for completing School Form data for the SY 2011-12 Civil Rights Data Collection. This webinar provides more in depth information for selected school form questions that generated the most concern in prior surveys. The webinar aims to clearly outline definitions, directions, explanations, helpful hints, and further guidance for questions on the School Forms.

Additional tools and resources for the CRDC collection are available on the www.crdc2011.org website, including table layouts (with definitions), and frequently asked questions.

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CRDC: Parts 1 and 2



- **Part 1** of the CRDC collects point-in-time or “snapshot” data such as enrollment in LEP programs or Algebra I enrollment.
 - **Tip:** Count only students enrolled in your school or district on a specific day between September 27 and December 31, 2011, inclusive.
- **Part 2** of the CRDC collects cumulative or end-of-year data such as the number of students disciplined or the number of students passing Algebra I.
 - **Tip:** Count the total number of students over the school year, regardless of whether they attended the school for the full academic year.

The survey submission system will use skip logic so that schools and districts will only have to respond to applicable questions.



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Student Count Tips

Students must ***always*** be counted in the school where they actually, physically attend for more than 50% of the school day.

Do not count a student under both Student with Disabilities (IDEA) and Section 504 Only. “Section 504 Only” refers to students with disabilities who are being provided with related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and are not being provided with services under the Individuals with Disabilities Education Act (IDEA).



Race/Ethnicity	Male	Female
-Hispanic or Latino of any race		
-American Indian or Alaska Native		
-Asian		
-Native Hawaiian or Other Pacific Islander		
-Black or African American		
-White		
-Two or More Races		
Total Race/Ethnicity		
Students with Disabilities (IDEA)		
Section 504 Only		
LEP		

Unduplicated Count



Information for Selected School Form Part 1 Questions

CRDC SY 2011-12 School Form Part 1

Classes in Mathematics and Science (SCH-0011)



Enter the number of classes in each of the listed courses.

- Report the number of *classes* offered at each school.
- For example, in a middle school that offers one Algebra I class in grade 7 and three in grade 8, the school would report a total of 4 Algebra I classes.
- Independent study does not count as a class.
- Definitions for each of the courses are provided in the definitions section of the Table Layout document.

Course	Number of Classes
Algebra I	
Geometry	
Algebra II	
Advanced mathematics	
Calculus	
Biology	
Chemistry	
Physics	

CRDC SY 2011-12 School Form Part 1

Classes in Mathematics and Science (SCH-0011)



Algebra I	Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.
Geometry	Geometry is a course emphasizing an abstract, formal approach to the study of geometry, typically including topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.
Algebra II	Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

CRDC SY 2011-12 School Form Part 1

Classes in Mathematics and Science (SCH-0011)



Advanced Mathematics	<p>Advanced mathematics includes the following: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and precalculus.</p> <ul style="list-style-type: none">• Trigonometry courses prepare students for eventual work in calculus, and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.• Analytic geometry courses include the study of the nature and intersection of lines and planes in space.• Math analysis courses include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.• Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.• Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.
Calculus	<p>Calculus courses include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of precalculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).</p>

CRDC SY 2011-12 School Form Part 1

Classes in Mathematics and Science (SCH-0011)



Biology	Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.
Chemistry	Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.
Physics	Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

CRDC SY 2011-12 School Form Part 1

Different AP Courses and Selection (SCH-0016)



Below are some helpful hints:

1. How many different AP courses does the school provide? (number)
 - **For item 1, count each course separately.** For example, Biology and Chemistry are different courses and Calculus AB and Calculus BC are different courses. *But multiple classes in Biology are not different courses.*
2. Are students allowed to self-select to participate in AP courses? (Yes/No)
 - **For item 2, answer “Yes” if a student is allowed to enroll in any AP course that the school offers without a recommendation or any other required criteria** (except for a necessary course pre-requisite), even if some students are recommended or encouraged to take AP courses. Otherwise answer “No.”

CRDC SY 2011-12 School Form Part 1

Single-Sex Academic Classes (SCH-0019)



Below are some helpful hints:

- Report the number of single-sex classes offered at each school, not the number of students enrolled in these classes.
- Single-sex classes are academic classes where only male students or only female students are permitted to take the class. If both male and female students are permitted to take the class, it is not a single-sex class.
- Single-sex academic classes do not include physical education.



Information for Selected School Form Part 2 Questions

CRDC SY 2011-12 School Form Part 2

SAT and ACT Test Participation (SCH-0027b)



Collecting SAT and ACT data early is strongly suggested. Below are some helpful hints:

- School counselors can sometimes help to retrieve this data.
- School districts can also collect this information from their students. If a school district plans to collect the data directly from its students, it is important to collect the data before the school year ends and students graduate.
- Many school districts use data they receive from the College Board and the ACT to report on the number of students taking the SAT and ACT.

CRDC SY 2011-12 School Form Part 2

Advanced Placement Test-Taking (SCH-0028)



Advanced Placement (AP) Test Taking

- Count the cumulative number of students for the entire school year.
- **Do not** include students who took AP exams but did not take AP courses.
- A student may **not** be counted in more than one table. The following categories are mutually exclusive:

Students
**cannot be
counted in
more than
one
category.**

AP Test-Taking Tables

Students who took AP tests for some AP courses taken

Students who took AP tests for all AP courses taken

Students who took AP courses but did not take any AP tests

CRDC SY 2011-12 School Form Part 2

Advanced Placement Test Passing (SCH-0029)



Advanced Placement (AP) Test Passing

- Count the cumulative number of students for the entire school year.
- A score of 3 or higher on an AP exam is considered passing for the purpose of this survey.
- ***Do not*** include students who took AP exams but did not take AP courses.

Students
***cannot be
counted in
more than
one
category.***

AP Test Passing

Students who passed all AP tests taken

Students who passed some AP tests taken

Students who passed no AP tests taken

CRDC SY 2011-12 School Form Part 2

Retention Data (SCH-0030)



Directions for Students in Grades 9-12

- For grades 9-11, include students who have not accumulated enough credits to be classified as being in the next grade prior to the start of the SY 2012-13.
- For grade 12, include students who have not accumulated enough credits to graduate.
- Report students who are repeating the same grade in the SY 2012-13 as the SY 2011-12.

Retained
A student is retained if he or she is not promoted to the next grade prior to the beginning of the following school year. Students are not considered retained if they can proceed to the next grade because they successfully completed a summer school program or for a similar reason. At the high school level, a student who has not accumulated enough credits to be classified as being in the next grade is considered retained.

CRDC SY 2011-12 School Form Part 2

Interscholastic Athletics (SCH-0033, SCH-0034)



Directions

- Count only sports, teams, and participants on teams in which only male or only female students participate, even if the opposite sex is not forbidden from participating.
- The count of sports includes only district sports such as football, soccer, basketball. Do not include intramural sports or cheerleading in any of these counts.
- The count of teams includes each competitive-level team in each sport, such as freshman team, junior varsity, and varsity teams in each sport.
- Count and report each student on the team, regardless of the number of teams in which the students participates (duplicated count). A student should be counted once for each such team he or she was on.

Interscholastic athletics	A sports program that offers competition between schools.
Interscholastic athletic sport	District sports, such as football, basketball, soccer, tennis. Intramural sports and cheerleading are not considered interscholastic athletics.
Interscholastic athletic sports team	Each competitive-level team of each interscholastic athletic sport, such as freshman team, junior varsity team, varsity team. Intramural sports and cheerleading are not considered interscholastic athletic sports teams.
Interscholastic athletics sports team participants	A student who participates in an interscholastic sports team. Intramural sports and cheerleading are not considered interscholastic athletic sports teams.

CRDC SY 2011-12 School Form Part 2

Discipline Data (SCH-0035, SCH-0036)



For discipline tables, **report the number of students** who received suspension, expulsion, corporal punishment, school-related arrests, or referral to law enforcement. Please do **not** report the discipline incidents in these tables.

Corporal punishment	Paddling, spanking, or other forms of physical punishment imposed on a student.
Expulsion under zero-tolerance policies	Removal of a student from the school setting for an extended length of time because of zero-tolerance policies. <i>Zero Tolerance Policy</i> – policy that results in mandatory expulsion of any student who commits one or more specified offences (for example, offenses involving guns, or other weapons, or violence, or combination of these factors). A policy is considered “zero tolerance” even if there are some exceptions to the mandatory aspect of the expulsion, such as allowing the chief administering officer of an LEA to modify the expulsion on a case-by-case basis.
Expulsion with educational services	Action taken by the LEA removing a child from his/her regular school for disciplinary purposes, with the continuation of educational services, for the remainder of the school year or longer. Also includes removals resulting from violations of the Gun Free School Act that are modified to less than 365 days.
Expulsion without educational services	Action taken by the LEA removing a child from his/her regular school for disciplinary purposes, with the cessation of educational services, for the remainder of the school year or longer. Also includes removal resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

CRDC SY 2011-12 School Form Part 2

Discipline Data (SCH-0035, SCH-0036)



In-school suspension	Instances in which a child is temporarily removed from his or her regular classroom(s) for at least half a day but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as the students under their supervision.
Out of school suspension	<p><i>Students with Disabilities (IDEA):</i> Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). Includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.</p> <p><i>Students without Disabilities/Section 504 Only:</i> Out-of-School suspension means excluding a student from school for disciplinary reasons for one school day or longer. This does not include students who serve their suspension in school.</p>
Referral to law enforcement	An action by which a student is reported to any law enforcement agency or official, including a special police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken.
School-related arrest	An arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.

CRDC SY 2011-12 School Form Part 2

Harassment or Bullying (SCH-0037 to SCH-0039)



Types of Data Collected

- Reported Allegations of Harassment or Bullying – SCH-0037
- Students Reported to have been Harassed or Bullied – SCH-0038
- Students Disciplined for Harassment or Bullying – SCH-0039

Harassment or bullying on the basis of disability	Disability harassment is intimidation or abusive behavior towards a student based on disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic or written statements, or conduct that is physically threatening, harmful or humiliating.
Harassment or bullying on the basis of race, color, or national origin	Racial harassment or bullying is intimidation or abusive behavior towards a student based on disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic or written statements, or conduct that is physically threatening, harmful or humiliating.
Harassment or bullying on the basis of sex	Harassment or bullying on the basis of sex is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual factors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing or bullying on the basis of sex also includes gender-based, nonsexual harassing conduct, such as harassment based on gender stereotyping.

CRDC SY 2011-12 School Form Part 2

Restraint and Seclusion (SCH-0040 to SCH-0042)



Types of Data Collected

- Non-IDEA Students Subjected to Restraint or Seclusion - SCH-0040
- Students with Disabilities (IDEA) Subjected to Restraint or Seclusion – SCH-0041
- Instances of Restraint or Seclusion – SCH-0042



CRDC SY 2011-12 School Form Part 2

Restraint and Seclusion (SCH-0040 to SCH-0042)

Mechanical Restraint

The use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purpose for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Physical Restraint

A personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.

Seclusion

The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

CRDC SY 2011-12 School Form Part 2

Teacher Absenteeism (SCH-0043)



Directions

- Enter the FTE of teachers who were absent more than 10 days of the school year.
- Count only days in the regular school year when the teacher would otherwise be expected to be teaching in an assigned class.

Absent	
	A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students are not defined as teacher absences.

CRDC SY 2011-12 School Form Part 2

School Finance Data (SCH-0044, SCH-0045)



General Guidance

- The 2011-12 SY CRDC follows the instructions and definitions established for the SY 2008-09 collection of finance data under the *American Reinvestment and Recovery Act of 2009* (ARRA).
- ***Provide all (cumulative) expenditure data for the full 2011-12 school year.*** You may use the standard start and end dates that are commonly used to define “school year” in your state.
- **Report actual school finance data.** Do not report data based upon average teacher expenditures.

CRDC SY 2011-12 School Form Part 2

School Finance Data (SCH-0044, SCH-0045)



General Guidance (continued)

- Report school-level expenditures that are associated with regular K-12 instruction, instructional support, pupil support, and school administration. The CRDC requires reporting four categories of school-level expenditures from state and local funds:
 - Personnel salaries at the school level for all school-level instructional and support staff, based on the Census Bureau's classification used in the F-33 survey of local government finances.
 - Personnel salaries at the school level for instructional staff only.
 - Personnel salaries at the school level for teachers only.
 - Non-personnel expenditures at the school level.

Additional Resources

- NCES Survey of School District Finance (F-33):
<http://nces.ed.gov/ccd/f33agency.asp>
- NCES Account Codes:
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009325>

CRDC SY 2011-12 School Form Part 2

School Finance Data (SCH-0044, SCH-0045)



- LEAs should use the following guidelines in compiling data on school-level expenditures:
 - **Exclude** expenditures from federal program funds. However, a district may include funds from Impact Aid or from the State Fiscal Stabilization Fund (SFSF) if the district is using those funds under the authority in Impact Aid.
 - **Exclude** expenditures from special education funds.
 - **Exclude** expenditures for programs that are not associated with regular K-12 instruction, instructional support services, and school administration (e.g., preschool, adult education, and school nutrition programs).
 - Also exclude expenditures made by regional education agencies for school-level resources.

CRDC SY 2011-12 School Form Part 2

School Finance Data (SCH-0044, SCH-0045)



Salary Expenditures

- LEAs should use the following guidelines, to the extent possible, in compiling school-level salary expenditures:
 - **Include** base salaries – the negotiated annual base salary in the contract for teaching duties for school year 2011-12. Base salary should only include pay for teaching at the specific school indicated.
 - **Include** incentive pay, bonuses, and supplemental stipends for mentoring, pay for National Board Certification, and extra pay for additional instructional duties
 - **Exclude** expenditures for employee benefits.

Non-Personnel Expenditures

- LEAs should include non-personnel expenditures associated with instruction, instructional support, and pupil support, and school administration. This may include the following types of expenditures:
 - Professional development materials for teachers and other staff.
 - Instructional materials and supplies.
 - Computers, software, and other technology.
 - Contracted services such as distance learning services.
 - Library books and media center learning materials.



CRDC SY 2011-12 School Form Part 2

School Finance Data (SCH-0044, SCH-0045)

Personnel Salaries at School Level - Total

Activity	F-33 Code*	Description
Instruction	1000; Object 100	Activities dealing directly with the interaction between teachers and students. May include personnel who teach in another location such as home or hospital or in other learning situations such as those involving co-curricular activities. <u>Includes</u> : teachers (object series 101) and instructional aides (object series 102).
Support Services - Pupils	2100; Object 100	Activities designed to assess and improve the well-being of students and to supplement the teaching process. <u>Includes</u> : guidance counselors, nurses, attendance officers, speech pathologies, and other staff who provide support services designed to assess and improve the well-being of students and to supplement the teaching process.
Support Services – Instructional Staff	2200; Object 100	Activities associated with assisting the instructional staff with content and process of providing learning experiences for students. <u>Includes</u> : salaries for staff involved in curriculum development, staff training, operating the library, media and computer centers.
Support Services – School Admin.	2400; Object 100	Activities related to the overall administrative responsibility for a school. <u>Includes</u> : principals and other staff involved in school administration.

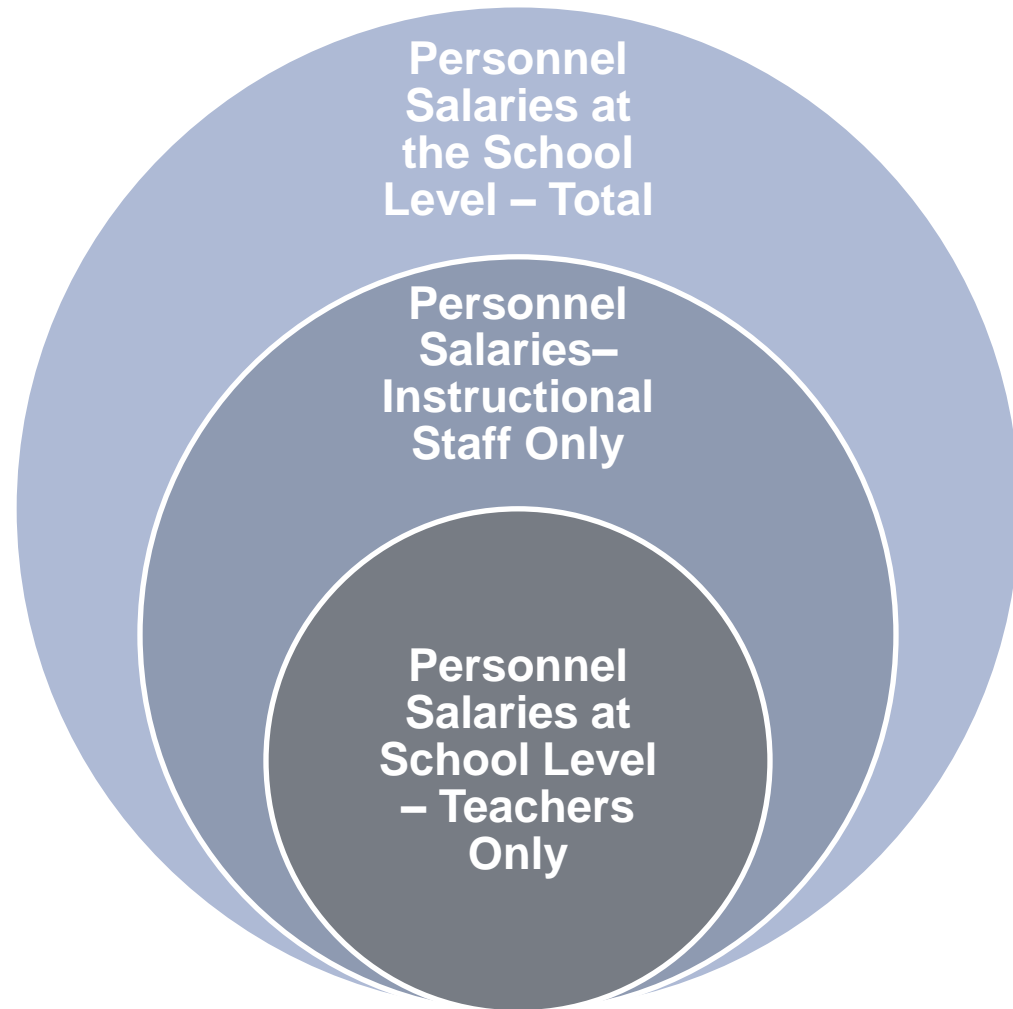
* Note: Within NCES account codes, salaries are classified as object 100. Staff may be working through a contract and private entity. Expenditures for these employees and the entire contract are reported in object 300 and we recognize LEAs may not be able to break down salaries of these contracted workers.



CRDC SY 2011-12 School Form Part 2

School Finance Data (SCH-0044, SCH-0045)

- “Personnel Salaries at School Level – Total” includes salaries for all school-level staff associated with regular K-12 instruction, instructional support, pupil support, and school administration (teachers, paraprofessionals, principals, and other specialized staff).
 - Expenditures are the sum of salaries for all staff at employed at the school.
 - Includes amounts paid to both permanent and temporary employees, including personnel substituting for those in permanent positions.
- “Personnel Salaries at School Level – Instructional Staff Only” is a subset of “Personnel Salaries at School Level –Total”
 - Includes Teachers and Instructional aides (Object series 101, 102)
- “Personnel Salaries at School Level – Teachers Only” is a subset of “Personnel Salaries at School Level – Instruction Staff Only”.



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CRDC Support



To access additional information regarding the CRDC:

Check the FAQs

This document is updated regularly and aims to answer all general questions. The FAQ document can be accessed by clicking the FAQs / Additional Resources tab on the toolbar at the top of the CRDC website www.crdc2011.org.

Contact the Partner Support Center (PSC)

If you have any questions about collecting your SY 2011-12 CRDC data, please do not hesitate to contact the Partner Support Center:

Contact Support Form: <http://www.crdc2011.org/LEA/help.aspx>

Telephone: 1-855-320-6459

Fax: 1-888-FAX-EDEN (1-888-329-3336)

TTY/TDD: 1-888-403-EDEN (1-888-403-3336)